

Academic Achievement in English relation to Self-Efficacy among XI Standard Students: A study

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Abstract

The study investigated self-efficacy correlate of XI standard school student academic achievement in English language in Cuddalore District, Tamilnadu, India. Normative survey research was used for this study. The population for the study consisted of 930 XI standard students. The researcher used Simple Random Sampling Technique to select 905 XI standard students for the study. Self-efficacy scale (SES) and Achievement Test in English (ATE) were used for data collection with reliability coefficient of 0.76 and 0.71 for SES and ATE respectively. Data collection analysed to use the Pearson Product Moment Correlation and t-test statistics. Findings of the study showed that there is significant relationship between in two variables. There is no significant level between self-efficacy and achievement Test in English of XI standard students, but there is no significant difference in the self-efficacy and academic Test in English ($r=0.335^{**}$; $df=905$; $p>0.05$) of XI standard students in Cuddalore District, Tamilnadu State, India. It was recommended that XI standard school management and government encourage their students to prepare for the strong reading habit and examination in advance so that they will develop self-efficacy which will improve academic achievement in English.

Keywords : academic achievement in English Language, self-efficacy, XI standard school students,

Introduction

English language teaching and learning are effectiveness in classroom of Tamilnadu state, India, schools is crucial because English language which one of the core subject among XI standard students. The importance of English language acquisition for proficiency in all school subjects cannot be overemphasised because almost if not all, the school subject instructions are written in both Tamil Language and English Language in Tamilnadu state of higher secondary schools. English Language serves as the tool of the system of governance, commerce, and international relations. The Place of English language is more poignant in the field education.

Also, the position of English Language has been affirmed in the country's National Policy for Education (2020) when it states that from the Third Standard, English should progressively be a subject in the curriculum and medium of teaching nearly all the school subjects. The performance of XI standard students in English language is not encouraging despite the use of traditional methods in village, small town of area. Moreover, there are different factors which may students' achievement of English such as self-efficacy, self-concept, and test-anxiety.

Review of Literature

Raji Gopal (2022), Achievement in English Test is the aspect of class room activities that makes it stand apart from other types of class room learning, specifically designing class room learning experiences, involvement, and encouragement in class rooms. The exploit the opportunities that development in person can offer us the special children's Achievement in English focus on how to develop to others in society and its institutions can accommodate and support an increasingly self achievement. This is because Achievement in English had features and functionality for supporting learners. For example, self respect and interest of learning can be made available for special children. Learners are expecting to engage with these learning resources whilst away from the traditional learning spaces. Over the past ten year no improvement in the children's has grown from minor research class room skill development activities to a set of significant projects in school, society, cities, and rural areas around the world.

Romina M, Adora (2024), The main goal is to identify, examine, and recommend techniques for enhancing academic performance and reading comprehension ability of English. The ultimate goal is to significantly and students' overall achievement in their academic endeavours. There is a significant difference between the students' reading comprehension proficiency and academic performance, as the result showed that most of the respondents' struggled comprehending the text affected the academic performance, as the result showed that most of the respondents' struggled comprehending the text affected the academic performance. In addition to that, reading comprehending is an essential as it helps them to understand any instruction resulting in independent readers.

Thomas Roche and Michael Harrington (2023), English has become the dominant medium of instruction used in school and higher education internationally. In 2006 English was used as a medium of instruction in 103 countries, whereas the second most commonly used university classroom language was French in 42 countries (Ammon, 2006). This growth is particularly

noticeable in countries defined by Kachru (1985) as being in the outer – and expanding-circles of English use where English is traditionally considered a foreign language (Bashir, 2007). In Kachru's notion of language circles, the national context of English used can be classified as situated within inner-, outer or expanding-circles, according to a nation's historico-political relationship with Anglo-American hegemonic-power. Inner-circle nations consist are those where English is the primary language of the state (e.g. New Zealand). Outer-circle nations consist of former British dominions where English is still widely as a second language to communicate between different groups (e.g. India). The expanding-circle refers to those nations without direct experience of British rule, where English plays an important role, be that in commerce and education.

Merna Jane M, Ignacio (2024), Among students at Sulu State College Laboratory High School in Grades 8 and 9, a study was done to look into the connection between academic in English and instructor feedback. The purpose of the study was to investigate the effects of instructor feedback methods on students' performance in English classes. Surveys and an analysis of academic records were used to gather information about how well teachers' feedback improved students' learning outcomes. The results showed a level of academic accomplishment and English proficiency was higher when they received timely and constructive feedback from their teachers. Students' academic growth in English was found to be significantly. The study emphasizes the significance of high-quality feedback in promoting student learning and academic development, particularly in English language subjects. To support students' overall academic achievement and English language proficiency.

Al Muzzamil Fareen, J (2011), English language pedagogy in Tamilnadu has seen through split language learning ideology where an optimistic and moderate learning student community understands and recognizes the importance of English language learning and practices communicating in English (Pakir, 1999). In contract to this view, some extremist student community who are really socially unprivileged, culturally conservative, literally hesitant to learn technical education and reluctant – As they are resistant to learn and communicate in English, they need to be motivated and counselled by revealing the global use of professional communication (Warschauer, 2000).

Jayanthi NLN (2008) An importance to study the status of achievements of the students in English, but unfortunately, in spite of the government's sincere efforts to improve the proficiency of the students in English, the progress is far from satisfactory. Considerable improvements have been noticed in the urban areas but in the rural areas, the situation is very poor. A widening gap is very

much discernable between the achievement levels of urban and rural students in English. This needs to be studied and addressed so as to identify and rectify the various factors that have been behind the gulf. This would help the stakeholders to frame policies and take appropriate measures to improve the proficiency in English of the rural population that otherwise have all the potential to become human resources contributing in a great way to the development of the country.

Yuyang Cai and Chunzhi Zhao (2023), Self-efficacy refers to personal judgments about one's ability to organize and execute actions to handle tasks (Bandura 1986). Individuals with high self-efficacy tend to believe they can accomplish a task and are ready for persistent engagement, whereas individuals with lower efficacy may try to avoid it (Bandura 1982). In educational research, self-efficacy is known as academic self-efficacy and refers to student's confidence in how well they can solve academic problems (Kitsantas et al, 2011). There are two critical indicators underlying academic self-efficacy, that is, the ability to classify ideas and compare them (Schunk 1989) and the ability to transform ideas into person experiences in the future (Bong and Skaalyik 2003).

Aadil Hussain Mir and Rafiyah Rasool (2024), An investigation focused on self-efficacy which defined as an individual's confidence in their ability to plan and execute the necessary actions to achieve a specific goal. Those with strong efficacy beliefs exhibit increased confidence in executing behaviour patterns, significantly influencing goals and emotional response. Elevated self-efficacy levels are associated with greater persistence, fostering learning experience that reinforces self-efficacy. It reflects an individual's confidence in successfully completing tasks, influencing their willingness to attempt challenging tasks, maintain commitment, and invest increased effort. Bandura,(1986) proposed that efficacy expectation predict the initiation of action, effort exerted, and persistence in overcoming challenge. Consequently, self-efficacy profoundly shapes behaviour, cognition, and motivation for specific responsibilities, also affecting students' belief in their ability to accomplish assignments.

Hureen Wasifa Siddiqui and Mary Sunanda, G (2023), Self-efficacy signifies individuals and their perceptions about their personal capabilities – the key determinants of successful outcomes. This construct considerably favours a democratic ideal, which recommends that all individuals are competent and capable of being successful, provided they have the opportunities and self-efficacy necessary to pursue their goals. In simple

words, self-efficacy essentially influences human behaviour and when this connotation is applied to the phenomenon of computers, it substantially denotes the influence of human beliefs about his ability to successfully use computers and accomplish tasks on their behaviour.

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Chemers, H and Garcia (2001) studied the effects of academic self-efficacy and optimism on students' academic performance, stress, health, and commitment found that academic self-confidence is related to student' performances and self-adjustment. They have suggested that it can affect student's achievement directly and indirectly.

Fook et all., 2011; Aryana, (2010) & Harris, (2009), The relationship between self-efficacy and academic achievement has been documented in literature. It is a controversial relationship and different studies showed conflicting result. A significant number of studies reported the positive correlation of self-efficacy with grades in language study. Likewise, as high self-efficacy may develop the learner's desire to communicate and help improve language proficiency, it may generate good school performance. The correlation between self-efficacy and academic achievement is a dynamic one. A levels of self-efficacy rise, academic achievement increases. As learners suffer from low self-efficacy, academic achievement decreases. A learners suffer from low self-efficacy, academic achievement decreases. (Fook et all., 2011; Aryana, 2010 & Harris, 2009).

Ahmed et al., (2011) : Zahra,(2010): Yahaya&Ramli, (2009), Self-efficacy had, in particular, an impact on learners' oral performance. It was linked to the output they produced, thus affecting 1:2 communicate competence. The fear of speaking is related to low levels of confidence and resulted in lower performance. (Molberg, 2010). Contrary to the results of the above studies,

some more recent studies indicated a modest or low correlation between self-efficacy and academic achievement such as (Elrafei, 2008: Pullmann&Allik, 2008), and the results of other studies revealed that no correlation was found between the two variables (Ahmed et al., 2011 : Zahra,2010: Yahaya&Ramli, 2009).

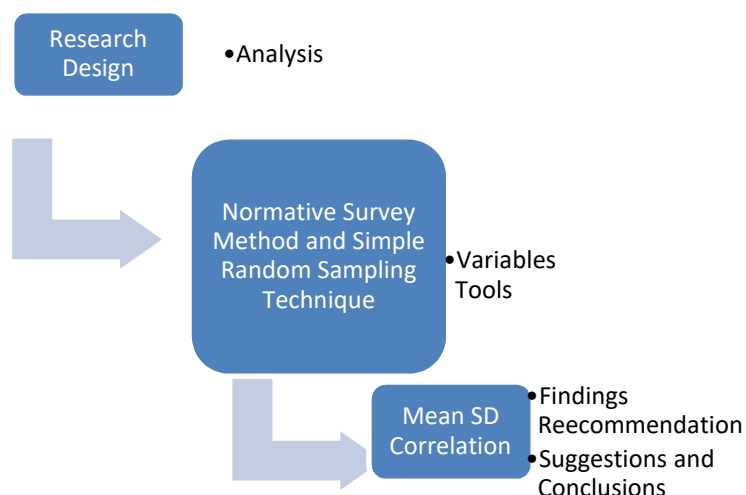
Furthermore, the relationship between self-efficacy and students' academic achievement has been reported empirically. Bauman (2012) has investigated self-esteem as a part of self-efficacy in performing any activity and explored the importance of self-efficacy on students' learning and motivation. But oppositely the researcher found of self-efficacy as an important factor which influences students' motivation, learning, and behaviour. Furthermore, Mahyuddin, Elias, Cheong, Muhamad, Noordin& Abdullah (2006) investigated the relationship between students' self-efficacy and their English Language achievement showed that students' trust on their ability or self-efficacy is an effective factor on students' learning.

Methodology

The methodology of research is a way to systematically solve the research problem. It is a science of studying how a research study is done scientifically. The researcher reveals about the various steps adopted in studying the research problem with the logic behind them. Thus, the chapter explains more about the variables chosen, sample of the study, tools used and statistical procedures adopted for analysis in the present study.

Method of the Study

In order to find out a solution to the problem in a systematic and scientific manner, a research design has been prepared by the investigator. The research design is a blue print and it is the essential part of any research work. In the present study the investigator has followed normative survey method. The research design along with the tools, sample and statistical techniques used in the present study is given in figure 1.

Figure 1*Research Paradigm***Statement of the Problem**

In Tamilnadu, India, there is abundant evidence indicating to XI standard students' difficulty in attaining high academic achievement in English Language annual syllabus based objective question examinations. The student achievement in State Board of Secondary Examination (HR.SEC) in English language examination confirmed students' difficulty in attaining high academic achievement of compulsory subject (Alufoshai 2016). Scholars have concerned efforts at investigating the factors responsible for the poor level of students' achievement in English Language (Adegbite,2005).

State Board of Higher Secondary Examination (HR.SEC.) results revealed average or failure in XI standard students' achievement English Language. Based on this study, the investigation of the self-confidence and their performance English Language is of paramount importance to remedy the effect of personal factor affecting their progress with a view of providing lasting solutions. Therefore, this study investigated the self-efficacy as correlation of XI standard students' academic achievement in English language in Cuddalore Districit, Tamilnadu State, India.

Objectives of the Study

The main objective of this study is to examine the relationship self-efficacy and XI standard students' academic achievement in English in Cuddalore District, Tamilnadu State, India. Specifically, this study reveals (1) To determine the relationship between self-efficacy and XI standard students' academic achievement in English, (2). Find out the difference in the XI standard students' self-efficacy based on gender in Cuddalore District, Tamilnadu State, India. (3). Find out the difference in the XI standard students' academic achievement in English based on students' residence areas in Cuddalore District, Tamilnadu State, India.

Research Hypotheses

The following null hypotheses were formulated for the study and were tested at 0.05 alpha level of significance such as

- 1). There is no significant relation between self-efficacy and academic achievement in English XI standard students in English Language in Cuddalore District, Tamilnadu State, India.
- 2). There is no significant difference in the self-efficacy of XI standard students based on gender in Cuddalore District State, Tamilnadu, India.
- 3). There is significant difference in the academic achievement in English of XI standard students in English Language based on students' residence areas in Cuddalore District, Tamilnadu State, India.

Research Design

Normative survey research was used for this study. The population for the study consisted of nine hundreds and five XI standard students in Cuddalore District, Tamilnadu State, India.

The population used for the research was made up the boy & girl from the sample of gender and urban & rural from the sample students' residence. The researcher used simple random sampling technique to select seventeen higher secondary school XI standard students.

The researcher used instruments for data collection namely: Self-Efficacy Scale statements (SES) and Achievement Test in English (ATE). The instruments consisted of selection of section A to E. Section A consist of information is about the respondent's personal data which include name of student, name of school, type of the school, gender, age,

community, students' residence, birth order, motivation, family type, fathers' education, mothers' education, fathers' occupation, and mothers' occupation. Achievement Test in English consists five Sections (dimensions) A,B,C,D, and E, each section five items total of question items 50, such as Section A consists Reading Comprehension, Section B consists Writing, Section C consists Literature Questions, Section D consists Language/Grammar, and Section E consists Listening Comprehension. Asking questionnaires are whole academic syllabus from Higher Secondary school XI Standard English subject. Achievement Test in English (ATE) consisted of forty (40) multiple-choice objective items with two options for each items, including ten (10) fill in belongs items and total (50) questions.

Self-Efficacy Scale (SES) was developed and modified by Venkatachalapathy G and Kulasekara Perumal Pillai S (2024) with fifty (50) items including 30 positive and 20 negative which follow items with a five (5) point Likert-type scale of Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (DA), and Strongly Disagree (SD) were adapted and used for the study. Respondents were asked to tick the correct answer.

To ensure the validity of the instruments, copies of the drafted instruments were given, to two Assistant professor of the Department of Education, and two English Assistant Professor. They agreed that the instrument has both the face and content validity of the instruments. The reliability of the instruments was determined using split half method of the estimating reliability. The reliability coefficient of the instruments was found to be 0.76 and 0.71 for SEC and ATE respectively. The researcher personally collected data from each of the school selected for study this gave the researcher opportunity to answer relevant questions that were raised by school authority. The data collected for this study tested at 0.05 alpha level of significance. Pearson Product Moment Correlation (PPMC) statistics was used to analyse hypotheses one (1) while t-test was used to analyse hypotheses, two (2) and (3).

Results

The results of the analysis of the data collected were presented below:

Hypothesis one: There is no significant relationship between self-efficacy and academic achievement in English of XI standard students in Cuddalore District, Tamilnadu State, India.

Table 1: Pearson Product Moment Correlation (PPMC) showing the Relationship Between Self-efficacy and Achievement Test in English of XI standard Students

Variable	Correlation	Sig & N	Self-efficacy	Achievement Test in English
Self-Efficacy	PPMC		1	.335*
	Sig (2-tailed)			.000
	N		905	905
Achievement Test in English	PPMC		.335*	1
	Sig (2-tailed)		.000	
	N		905	905

* Correlation is significant at the 0.05 level (2-tailed)

Table 1: reveals r-value of .335*, which is significant at 0.05 alpha level, ($r=.335^*P < 0.05$). Therefore null hypotheses of no significant relationship between self-efficacy and achievement Test in English XI standard students in English Language in Cuddalore District, Tamilnadu State, India is rejected. This means that there is significant relationship between no significant relationship between self-efficacy and achievement Test in English XI standard students in English Language in Cuddalore District, Tamilnadu State, India.

Hypothesis Two: There is no significant difference in the self-efficacy of XI standard students based on gender in Cuddalore District, Tamilnadu, India.

Table 2 :t – test summary Table showing the Difference in the Self-Efficacy of Boy & Girl XI standard students in English Language.

Variable	Gender	N	Mean	SD	Df	t-	sig. of t- value
Self-Efficacy	Boys	414	162.02	17.69			
					905	4.578	4.578
	Girls	491	164.80	18.85			

Table 2.reveals that there is no significant difference in the self-efficacy of XI standard students in Cuddalore District, Tamilnadu, India based on gender. ($t = 4.578$ df = 905; $p > 0.05$). Therefore, the hypothesis is accepted. This indicates that, self-efficacy of boys & girls from gender of XI standard students in Cuddalore District, Tamilnadu State, India. XI Standard students of Tamilnadu are statistically different for English Language Learning.

Hypothesis Three: There is no significant difference in the achievement Test in English XI standard students in English Language in Cuddalore District, Tamilnadu, India based on students' residence.

Table 3:t – test Summary Table Showing the Difference in Achievement Test in English of XI standard students in English Language

Variable	Students' Residence	N	Mean	SD	Df	t	Sig. of t – value
Achievement Test in English	Urban	479	37.84	8.11	905		
	Rural	426	35.13	7.17	905	3.43	3.43

Table 3: reveals that no significant difference in the academic Test in English of XI standard students in English Language based on Students' Residence ($t = 3.43$; $df = 905$; $p > 0.05$) in Cuddalore District, Tamilnadu State, India. Therefore, the hypothesis is no accepted. This implies that, achievement Test in English of XI standard students. Students' Residence of urban & rural in Cuddalore District, Tamilnadu State is different statistics to the using of English Language Learning.

Discussion of Findings

The result of hypothesis one, indicated that there is significant relation between self-efficacy and achievement Test in English of XI standard students in Cuddalore District, Tamilnadu State, India. The correlation between self-efficacy and academic achievement in English is a dynamic one. As levels of self-efficacy, academic achievement in English increases step by step. As learners are developing of the self-efficacy, but unfortunately, a result academic achievement in English is average. (Fook et., al.,2011; Aryana, 2010 & Harris, 2009). Contrary to the results of the above studies, some more recent studies indicated a modest or low correlation between self-efficacy and academic achievement in English and the results of other studies revealed that no correlation was found between the two variables (Ahmed et al, 2011; Zahra, 2010; Yahaya & Ramil, 2009).Tripathy & Srivastava (2012). Studied the effects of academic achievements in English on the level of self-efficacy found that there was a relationship between students' academic achievements and self-efficacy.

Findings in hypothesis two, reveals that there is no significant difference in the self-efficacy of XI standard students in Cuddalore-District, Tamilnadu, India based on gender. The results in hypothesis two disagree with Fatima (2015) who investigated self-efficacy of adolescents in relation

to their gender, and academic achievement. She found that girls are higher in self-efficacy in comparison to boys. Her study accepted her proposal hypothesis of the study that said both boys & girls are having the different level of self-efficacy.

Findings from hypothesis three, indicates that there is no significance in the academic achievement of XI standard students in English Language in Cuddalore District, Tamilnadu, India based on students' residence. Fatima (2015), agree with result in hypothesis three, she found that there was no significant difference between the learning outcome of urban and rural from students' residence. But Olutola (2016) disagrees with the findings of the study; he founds that urban students performed significantly better than rural students.

Conclusion

It could be concluded from such that self-efficacy is one of the major factors than can affect student's achievement in English Language. Therefore, the following recommendations are made in view of the finding of the study. Government, Aided School Managements and Teachers should encourage their students by providing the finance assistance; prepare the examinations; special coaching in English teaching in advance so that they will develop self-efficacy which will improve their academic achievement in English Language. Guidance counsellors should organised orientation programmes on self-efficacy and control of classroom by teachers' traditional method and students learning very well. Parents' involvement creates their children learning activity in the home. Both boys and girls of XI Standard students should be assisted by their teacher to improve their performance in English Learning.

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